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ABSTRACT

This report consists of material relating to a conference to disseminate information about the development and implementation of the Syracuse University Integrated On-Line Student Records System. The Conference Proceedings provide some indication of the scope of the project and the relationship of the modules associated with academic innovation to the other parts of this complex systems network. Project outcomes are described and evaluated in relation to the nature and goals of Syracuse University. Materials include a list of conference participants, the keynote address, conference proceedings, registrar's background information, and newspaper articles. (VT)

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COORDINATED ACADEMIC AND ADMINISTRATIVE SUPPORT SYSTEMS FOR INSTRUCTIONAL INNOVATION

A Project Sponsored by the Fund for the Improvement of Postsecondary Education

FINAL REPORT

September 1977

IR005 499

This final report is submitted in accordance with your directive.

Carole A. Barone
University Registrar

Thomas F. Benzel
Manager of Student Data Systems

INTRODUCTION

This report consists primarily of material related to a Dissemination Conference held at Syracuse University, May 22 - 25, 1977. This conference was sponsored in part by second year project funds awarded by the Fund for the Improvement of Postsecondary Education. The conference was held in compliance with our intention, as outlined in our original project proposal, to disseminate the system developed.

In addition to the Disseminstion Conference, the project directors have been actively involved in participating in conferences and workshops around the Country. A substantial number of written requests for information have arisen from the publicity associated with these visits and presentations. We have made a significant effort to respond to these requests in a prompt and thoughtful manner.

The Conference Proceedings include a description of the entire student records system; they will give the reader an idea of the scope of the project and the relationship of the modules associated with academic innovation to the other parts of this extremely complex systems network. The Proceedings, coupled with the Conference Keynote Address and the background remarks from the Registrar's segment of the Conference, provide a good description of the project outcomes and an evaluation of its success relative to the nature and goals of Syracuse University.

List of Materials:

1. List of Conference Participants and their Institutions
2. Keynote Address
3. Conference Proceedings
4. Registrar's Background Information
5. Newspaper Articles

KEYNOTE ADDRESS: DISSEMINATION CONFERENCE
SYRACUSE UNIVERSITY INTEGRATED ON-LINE
STUDENT RECORDS SYSTEM

May 22, 1977

Harry W. Peter III
Vice President for Admissions and Records

Theoretically, a keynote address outlines the issues to be considered at a meeting or conference. A formidable task, surely, before a group concerned with the building of computer-operated systems, in particular, student records systems. I am comforted, therefore, by having looked up the word "keynote" in the Shorter Oxford English Dictionary and found that it is "the first, i.e. the lowest, note of the scale of any key." That certainly offers me a more modest target, allows me to leave more to the "experts" who will be talking to you in the next few days. I use the word "experts" in quotation marks, for I'm not sure I know what an expert in systems development or computing is. I once heard an expert defined at a CUMREC conference as "someone who has done something at least once right." Given that high standard, I suppose I should simply say that we stand before you as colleagues willing to share our experiences.

I do not mean, by jesting, to obscure the importance I place on systems, nor, to be sure, to minimize the very real achievements of those at Syracuse who have designed and built the system you came here to see. On the contrary, I see the building of systems to be some of the most important work facing the higher education community today. For the most part, the halcyon years of brick and mortar are over. In the immediate future, much of the building that will go on at colleges and universities will be the building of automated systems. This is not surprising. In the past seventeen years, over 850 new institutions of higher education were constructed. Established schools raced to increase the facilities needed for an ever-growing number of students. Access to higher education came to be seen as an important right of each citizen. Higher education, indeed, became a mass transit system into adulthood. Research activities burgeoned after Sputnik. Attention was focused on the physical plant. In short, we were working to develop a school the football team could be proud of.

Today, on the other hand, higher education faces a period of little physical growth. Some face the need for orderly contraction. we need, not more buildings, but better information on which to base decision. We search for ways of saving money, especially labor costs.

We need to offer our students better levels of service, consistent with what they experience in other sectors of society. We need more flexibility in order to respond to the increasingly diverse needs of our ever more heterogeneously prepared students. We turn to automated systems, often only to find that higher education has been slow to bring to bear upon its complex problems the available technology of our time. What I say of "higher education" may be more true of Syracuse than anywhere else, but I hope you will forgive the urgent human tendency to generalize. Some of you, I know, come from institutions that have had sophisticated on-line systems for years.

At any rate, we decided to build, among other things, the Student Records System you are here to examine. You can find in books and such papers as those issued by the Auerbach Series and Harvard Business Review reprints sound general directions for building a system. I prefer to share with you this evening some personal observations--scars on my fingers if not notches in my gun.

To say that a system needs adequate planning is to say nothing new or controversial. I note that there is a fine line, however, between planning a system well and planning it to death. Look carefully at the state of the body politic on your campus and involve a few well chosen consultants. The other extreme of committee participation and full consensus building can bring with it a rain of "inputs" that produce a quagmire of pseudo-participation. The poor "system" ends up resembling an overloaded and rapidly disintegrating life raft.

Do not define your need as a desperate situation unless you have to. Emphasize benefits and new opportunities. As a Biblical phrase puts it, "To him who has shall be given." Human nature responds to competence and the opportunity for benefit more readily than to the pityable. I am reminded of the story told me by the head of a small Oxford college. An Australian woman whose husband had died wished to leave her considerable fortune jointly to Christchurch and Jesus Colleges, Oxford, for their libraries, as a memorial to her husband. The Warden of Christchurch, who was himself a lawyer, wrote back to her and said that he had much experience in such split bequests. They never work out; the will is always contested; much of the money is lost in the process of litigation. He said to the dear lady, "Christchurch College is very rich and Jesus College is very poor. Why don't you give the whole sum to Jesus College?" The lady wrote back and said. "Well, then, since you are rich, I'll leave the whole amount to you. Otherwise, it might be used for necessities and that wouldn't be a proper monument to my husband.

Weigh carefully, whether you wish, as they say, to be "state of the art" or use proven technology. We opted for the latter. We looked at on-line systems that might be characterized as Rolls Royces. We also observed that the maintenance and garaging of a

Rolls is a not inconsiderable expense. We decided, therefore, that higher education in general and Syracuse in particular needed the economy, durability and flexibility of a jeep. You will notice some touches of olive drab on our system.

In planning, rehearse the goals and mission of your particular institution carefully. Examine every design feature and cost justification in light of these broad goals. This way, true opportunities will not be missed. Let me illustrate what I mean. Recently, a remark I made to an AP reporter was picked up by Parade magazine and published widely. I read you an excerpt from one of the choicest letters I got as a result. It's from a Mrs. S. Ethel McWilliam of Orlando, Florida.

> Dear Mr. Peter,
>
> Your lack of discipline and permissiveness have brought your universities and colleges to their present plight. And no wonder, there's no rules or ethics, some of the professors look like tramps. . . . I think the colleges are a disgrace. Even the armed forces are going soft. Why don't you get some Chinese over here to handle your drug and sex problems? They have none in China.

The real fear expressed in this letter is not directed so much at sex and drugs or beards and jeans as against the loss of what was perceived to be a civilizing influence in human life: the Traditional University. For all the humor one can derive from Mrs. (I do not think she would like to be called Ms.) McWilliam's letter, we at Syracuse believe she has a point. We believe that there is a crisis of civility and graciousness in our society and that we have an obligation to do what we can to alleviate it. Consequently, in building our system some aspects of it were explicitly justified on the grounds that they would create a more humane atmosphere in which we might attempt to mold the character of our students. The Add/Drop module is a particularly good example of this.

Item. Don't exaggerate the personnel savings that will result. Any good system should make considerable savings in personnel costs available. However, unless you yourself control the budget in which they will occur, the law that explains the inevitable habit of work expanding to fit the time and resources available takes over. And you will find the clerks whose job you rendered obsolete busily hunched over a new project their dean never had time to tackle before.

Be sensitive to human feelings. The fact that your in-house experts have been too busy to help you for years will not make them feel any the less hurt or threatened if you look outside for assistance. This is particularly true if you turn to someone who is

not a full-fledged member of the academic world. The solution, as I see it, lies in simply and courteously informing others of what you are doing, while at the same time respectfully telling them they are not involved because they obviously don't have time. This, I admit, is only a partial solution.

Take a leaf from the Physical Plant's experiences in the days of brick and mortar. Have an "architect" responsible only to your users watching everything the "architects" who are building the system do. Technical experts do have their limitations. I know, for example, of a home designed by the man who built the Lincoln Memorial in Washington. Like the memorial, it is exquisitely proportioned. Like the memorial, it has no closets.

Be realistic about the political dimension. It is no doubt the case that the truth speaks in its own defense. But it does need to be guaranteed the chance to speak. Involve your most senior administrators in the design and execution of your system at every major decision point. This way you can perhaps avoid the last three of the six stages of major systems development. For those of you who do not know the six stages, they have been analyzed as follows:

1. Wild Enthusiasm
2. Disillusionment
3. Total Confusion
4. The Search for the Guilty
5. The Punishment of the Innocent
6. The Promotion of Non-Participants.

Examine your motivation. Ask whether the system you propose is a response to a genuine need or whether it is an attempt to keep up with the neighbors. I consulted with a very small college recently that worried about the quality of their systems. As it turned out, I commented that I thought their systems were excellent. The fact that they had computerized nothing and didn't even have a computer shouldn't worry them. Our main motive at Syracuse was to ensure that we had a system capable of supporting, rather than blocking, the evolving curricular structures of our academic community. Individualized and self-paced instruction, courses that overlap semester boundaries, courses offered for varying degrees of credit, are increasingly a part of what our Vice Chancellor for Academic Affairs calls the "academic signature" of Syracuse University. Our old procedures--I will not dignify them with the name "system," however highly computer-dependent--were designed for an institution whose academic signature was no more complex than an "X" made in the presence of two witnesses.

In the days to come, you will get an overview of the various modules of our system: Admissions, Financial Aid, Registration, Grading, Add/Drop, the interfaces with Student Accounts Receivable, and the Alumni Information System. I will not attempt to make those sessions redundant.

I will close with an exhortation that you prepare to live with an externally imposed modesty. The better the job you've done, the more transparent your accomplishment will be to your community.

We thank you for coming and hope your stay with us will be informative.

Dissemination Conference

Syracuse University
Integrated On-Line Student Records System

Student Data Systems
Syracuse University
University College

May 22-25, 1977

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SYRACUSE UNIVERSITY
OFFICE OF STUDENT DATA SYSTEMS | 309 STEELE HALL / SYRACUSE, NEW YORK 13210

May 22, 1977

To: Conference Participants

Welcome to Syracuse University. The University is pleased with the response which this conference has generated. There can be little doubt that the subject of Student Records Systems and the methods associated with maintaining such systems are a major concern of higher education.

This is a working conference that has been designed to inform you as fully as possible on the development and implementation of our Integrated On-Line Student Records System. The subject matter of this conference approaches Student Records from the perspective of "DP" (data processing) and the "user." The term "DP" refers to all the technical support that is required to design, test, and implement an on-line system. The term "user" refers to all those people who interact with or otherwise benefit from the system. Technical and user topics will be discussed concurrently in all formal presentations. Among our strongest beliefs is the necessity to involve both "DP" and "user" personnel in the development of the Student Records System.

Monday and Tuesday will be devoted to formal presentations of our system. There will be opportunities for questions and answers during each session. These sessions will be held in the Civic Center Carrier Theater. Bus service has been arranged to transport conference participants to and from the Civic Center. Please note carefully the times of departure. Wednesday morning has been left open so that individual participants may select on an optional basis topics that are of special interest to them. A list of optional sessions is included in the schedule. We suggest that you choose the two sessions which may prove most useful to you.

During the course of this conference, our campus offices will be open for your inspection. Our office managers are prepared to demonstrate how our system functions and to answer your questions. We hope that you will find time to visit many of these offices. To assist you in locating and communicating with these offices, a map and a directory are included in the proceedings manual.

We look forward to the days ahead, and stand ready to assist you in every way we can.

Yours sincerely,

Thomas F. Benzel

Thomas F. Benzel
Manager

Sunday
May 22, 1977

1:00-10:00 P.M.	Arrival/Registration (Brewster/Boland Main Desk)
6:00- 7:00 P.M.	Cocktails (Brewster/Boland Terrace)
7:00-	Dinner (Brockway Dining Room) Keynote Address - Harry W. Peter III Vice President for Admissions and Records

Monday
May 23, 1977

6:30- 8:00 A.M.	Breakfast (Brockway Dining Room)
8:15- 8:30 A.M.	Buses leave for the Civic Center
9:00-10:30 A.M.	Introduction to Syracuse University's Integrated On-Line Student Records System (Civic Center - Carrier Theater)
10:30-11:00 A.M.	Break
11:00-12:00 Noon	Introduction Continued
12:00-12:15 P.M.	Buses leave for Brewster/Boland
12:30- 2:00 P.M.	Lunch (Brockway Dining Room) Luncheon Speaker - Clifford L. Winters, Jr. Vice Chancellor for Administrative Operations "Management's Role in Designing and Implementing Systems"
2:00- 2:15 P.M.	Buses leave for the Civic Center
2:30- 4:00 P.M.	Admissions System (Civic Center - Carrier Theater)
4:00- 4:30 P.M.	Break
4:30- 5:30 P.M.	Questions and Answers
5:30- 5:45 P.M.	Buses leave for Brewster/Boland
6:00- 7:00 P.M.	Cocktails (Brewster/Boland Terrace)
7:00-	Dinner (Brockway Dining Room)

Tuesday
May 24, 1977

6:30- 8:00 A.M.	Breakfast (Brockway Dining Room)
8:15- 8:30 A.M.	Buses leave for the Civic Center
9:00-10:30 A.M.	Financial Aid System
10:30-11:00 A.M.	Break
11:00-12:00 Noon	Questions and Answers
12:00-12:15 P.M.	Buses leave for Brewster/Boland
12:30- 2:00 P.M.	Lunch (Brockway Dining Room) Luncheon Speaker - Chancellor Melvin A. Eggers
2:00- 2:15 P.M.	Buses leave for the Civic Center
2:30- 4:00 P.M.	Registrar's Area System
4:00- 4:30 P.M.	Break
4:30- 5:30 P.M.	Questions and Answers
5:30- 5:45 P.M.	Buses leave for Brewster/Boland
6:30- 6:45 P.M.	Buses leave for Drumlin's Country Club
~~7:00~~	Cocktails Dinner Entertainment (Drumlin's Country Club - 800 Nottingham Road)

Wednesday
May 25, 1977

6:30- 8:00 A.M.	Breakfast (Brockway Dining Room)
8:30-10:00 A.M.	Optional Sessions (Choose Two)
10:30-12:00 Noon	1. Admissions 2. Financial Aid 3. Registrar 4. Design of Student Records System 5. Management of an On-Line System 6. System Hardware/Software 7. Bursar and Student Accounts Receivable System
12:30- 2:00 P.M.	Buffet Luncheon (Brockway Dining Room) Departure

Syracuse University Conference Participants

Clifford L. Winters, Jr. Vice Chancellor for Administrative Operations 304 Administration Building	Ext. 2751
Harry W. Peter III Vice President for Admissions and Records 304 Administration Building	Ext. 4625
Carole A. Barone Registrar 103 Steele Hall	Ext. 2756
Thomas F. Benzel Manager, Student Data Systems 309 Steele Hall	Ext. 4634
William F. Bomhoff Associate Director of Admissions 200 Administration Building	Ext. 2814
Thomas F. Cummings, Jr. Director of Admissions 201 Administration Building	Ext. 2402
Susan S. Ditterline Assistant Director, Financial Aid 820 Comstock Avenue	Ext. 2913
Arthur J. Fritz Director, Financial Aid 820 Comstock Avenue	Ext. 4835
Linda A. Haggerty Director, Bursar's Operations Skytop Offices	Ext. 3808
Wilma D. Hall Applications Processing Coordinator 206 Steele Hall	Ext. 2324
William Hider Director, Budget Office Skytop Offices	Ext. 4214
David C. Kapell System Analyst-Project Leader 210 Machinery Hall	Ext. 3996
Lucius R. Kempton Assistant Dean - University College 610 East Fayette Street	Ext. 3253
Barbara T. Maheu Data Entry Coordinator 207 Steele Hall	Ext. 3590
Louis G. Marcoccia Comptroller Skytop Offices	Ext. 3037

Syracuse University Conference Participants - concluded

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Robert B. Port System Analyst 210 Machinery Hall	Ext. 3996
Roger Printup Assistant Registrar 105 Steele Hall	Ext. 3756
Charlene Rasanen Assistant Registrar 105 Steele Hall	Ext. 2078
Michael P. Riley Internal Auditor Skytop Offices	Ext. 2569
Frank S. Saurman Deputy Director, Financial Aid 820 Comstock Avenue	Ext. 4835
Grace M. Severino Associate Bursar 820 Comstock Avenue	Ext. 2444
David C. Smith Associate Director of Admissions 201 Administration Building	Ext. 2814
Phillip F. Sperry Project Consultant 309 Steele Hall	Ext. 4634
Peter A. Stace Director of Advising and Records - Arts and Sciences 209 Hall of Languages	Ext. 2205
James R. Tompkins Director, Administrative Data Processing Skytop Offices	Ext. 4535
James R. Wiese System Analyst 210 Machinery Hall	Ext. 3996
Harold W. Wright Business Manager and Deputy Registrar - University College 610 East Fayette Street	Ext. 3255
Golda Zimmerman System Analyst 309 Steele Hall	Ext. 4634

REGISTRAR

The Registrar's segment of the Syracuse University Student Records System consists of four modules: Course Data Base, Registration-Add/Drop (including Maintenance of Biographic Data), Grading/Transcripts, and Diploma. These modules are characterized by their on-line update and retrieval capabilities and by their active interface with other Syracuse University operating systems; e.g., Admissions, Student Accounts Receivable, Institutional Research and Residential Life.

This sub-system permits the maintenance of up-to-date records of all course- and student-related activity and facilitates the support of both traditional and innovative curricular structures. The modules of the Registrar's segment exhibit considerable flexibility in technical design and in adaptability to the administrative needs of the user area. A general description of each of these modules follows.

SYRACUSE UNIVERSITY COURSE DATA BASE

The Syracuse University Course Data Base is a module within the Student Data System designed to provide an accurate, permanent record of all curricula approved by the University Senate. It includes a file of all University courses and has the capability of generating a Term File of all courses offered during a given semester. The Term File is reflected in the semester Schedule of Courses, which lists course offerings, room and time assignments, and special instructions. Although the concept of the Course Data Base is reasonably simple, the relationship of this module to the departmental procedure of faculty course selection and assignment is extremely important.

The purpose of this summary is to provide an overview of the Course Data Base module as it is depicted in the flow chart. Consequently, it is not important to detail the genesis of any given course from a faculty member through a department and college to the University Senate. It is important to recognize that the Course Data Base process begins precisely when the University Senate approves an addition or change to the curriculum.

Phase I: Curriculum Additions/Changes

1.0 Senate Curriculum Action.

2.0 The Senate curriculum secretary records additions and changes enacted by the Senate. It is from these records that the Registrar's Office updates the master file of University course offerings. The Course File Coordinator enters any additions or changes via the Cathode Ray Tube (CRT) located in the Registrar's Office. The on-line computerized system enables instant modification of the master file by the Course File Coordinator.

3.0 Upon completion of curriculum additions and changes to the master file, a printed list of the course master file is generated. This list is then sent to the various academic departments in the University.

3.1 In addition to the master file, a course term file list is also sent to departments. This list is used by departments to select courses to be offered in a specific term.

Phase II: Course Data Base Maintenance

1.0 Prior to each term, departments make decisions about the courses they intend to offer. These courses, together with faculty names, room and time requests, credit-hour ranges, section beginning and ending dates, section titles, and other scheduling information, are indicated by the academic department on the pre-printed turn-around document (the Term File Summary), which was sent to them.

2.0 After course corrections and selections are made, the department returns the Term File Summary with requests, corrections, and pending courses. Pending courses are those submitted to the Senate by a department with anticipation of being approved prior to the beginning of the stated term.

3.0 The Course File Coordinator validates pending courses with the Senate Curriculum Secretary, and enters them on the term file via CRT.

3.1 Course section data and room assignemnts are entered on the term file via CRT.

3.1.1 The Term File lists submitted by the departments are then forwarded to the Director of Scheduling, who enters changes to room and time assignments via CRT.

4.0 On the basis of adjusted term data, a room, faculty and time schedule is produced for final approval by department personnel.

4.1 Once approved, the schedules are returned to the Course File Coordinator.

4.1.1 The Course File Coordinator enters all additions, deletions and updates which might occur at this time. Updates are entered by way of the CRT.

5.0 When the final approval is given by the academic department, with appropriate corrections, a camera-ready copy of the course schedule is produced.

5.1 Class cards, re-order cards and header cards are produced.

5.1.1 These cards are forwarded to the college for distribution to students at registration.

5.2 The final galley is sent to the printer.

5.2.1 The galley moves from the printer to the Course File Coordinator for approvals and updates.

5.2.2 A printed Time Schedule of Classes is sent to colleges for distribution to students during registration.

6.0 As the need arises, the Course Data Base Term file will be updated with additions, deletions, and changes by the Course File Coordinator.

REGISTRATION, ADD/DROP, BIOGRAPHIC MAINTENANCE

General

The Syracuse University Registration Module facilitates the registration of students at the University. The narrative which follows corresponds to the accompanying flow chart and depicts the flow of the process from pre-registration activities to a continual monitoring of student status (grades, transcripts, etc.) after registration. The narrative is ordered sequentially, but the process is a dynamic one with many concurrent activities.

The registration process is divided into five distinct stages:

Stage I: "Pre-Registration Activity." In this stage the student indicates his or her initial intent to register for courses in the coming semester. Intent to register information is received and processed by the Bursar and the Registrar and, where necessary, a financial hold status may be indicated on the file.

Stage II: "Creation and Processing of Registration Packets." Every semester students are provided with registration materials. These materials include: a pre-printed master card (to be used to process the course registration), an ID Authorization Card, and a Directory Card (local address up-date). These packets are distributed to students who intend to register.

Stage III: "Student Registers." Here the students actually register for courses for the semester. They pick up their registration material, talk to their advisors, and register for classes at the appointed time. After registration, class lists, enrollment reports, and student history reports are generated.

Stage IV: "Changes in Registration and Biographic Data." After the initial registration process is over, changes often occur in student biographic and address data. Also, changes in course information occur as students add and drop courses. In this stage such changes are made, and the student registration and biographic files are adjusted accordingly.

Stage V: "Monitor Student Status." Here, each student's record is continually monitored with respect to grading, transcript, degree and diplomas. This information interfaces with the upcoming registration process.

Stage I: Pre-Registration Activity

1.0 The Pre-Registration activity begins with the production and mailing of the Intent to Register/Advance Payment and Student Information Forms.

1.1 New student advance payments posted on SAR

2.0-3.0 This is a process in which continuing students are sent Advance Payment/Intent to Register Forms, and Student Information Forms. The forms returned by the students are processed by the Bursar and Registrar for the upcoming semester. These forms are produced for both graduate and undergraduate students. The pre-printed Student Information Form details all the relevant student biographical, address, and academic data. The student is asked to correct any incorrect information on the form and return it to the University, along with the Intent to Register Form and (for undergraduate students) an Advance Payment.

4.0, 4.1, 4.2 Bursar posts Advance Payment/Intent to Register.

4.3-4.3.1 Registrar enters changes from SIP's via CRT.

Stage II: Creation and Processing of Registration Packets

1.0 Each student who is going to register must have a registration packet. The packets produced are generated from a list known as an active biographic file. This active list is composed of returning students and new students. The list is dynamic; each semester many changes occur: students graduate, withdraw, re-enter, etc.

1.1 In August a new biographic file is created which includes new and returning students who have returned their Intent to Register Forms and Advance Payments.

1.2 Local address and telephone number updates are transferred from the Office of Residential Life file.

2.0 The new biographic file should now be complete and ready for the production of the student registration packets.

2.1 The packets are produced by category; there are two general divisions:

2.1.1 Bursar's Hold. These are packets produced for those students who have a financial obligation to Syracuse University.

2.1.2 Cleared Students. This includes all students who are not on financial hold. The packets produced for this category are divided into two sub-categories:

2.1.2.1 Graduate students and

2.1.2.2 Undergraduate students. The packets for undergraduate students are produced by college.

3.0 The computer output includes 1) material which is to be put into each individual packet (described in sections 3.1 through 3.3 below), and 2) Packet Distribution Lists (described in 3.4 below). The packet materials include:

3.1 Master Card. A card, which must be stamped by the student's college representative, and which has the student's authorization to enter the registration area. It has punched in it the student's social security number, which is used for loading batch registration.

3.2. I.D. Authorization Card. Used to validate whether the student is full- or part-time and, consequently, to provide the student with proper University identification to use the University facilities.

3.3 Directory Card. Provides vehicle for student to make local address changes.

3.4-3.4.1 Packet Distribution List. This is an alphabetic list which indicates the college in which each student's packet is located. It also shows which students are on financial hold.

4.0 The output, packets and lists are then assembled by category.

4.1 The registration packets are sent to the colleges, and those with a financial obligation, to the Bursar.

4.2 The Packet Distribution Lists are sent to the colleges.

5.0 At this point the colleges themselves process the packets; e.g. pull academic holds.

6.0 After advising each student, the college representative stamps the Master Card and gives the packet to the student.

6.1 If student is on financial hold, he or she goes to Bursar's office to obtain packet.

6.2 SIF information is entered on-line for walk-on students.

6.3 All students then proceed to the registration area.

Stage III: Student Registers

1.0 Registration takes place in Archbold Gymnasium. Each student's Master Card indicates the day and time when that student is scheduled to enter the registration area.

2.0 Upon entering the Gym, the students proceed to the various department tables and obtain class cards for the courses they have indicated on their Master Cards.

3.0 After the students obtain the class cards for all their respective courses, they proceed to the Checker area. The Checkers examine the packets for accuracy and completeness.

3.1 If the packet is complete and accurate, the Checker validates the student I.D. Authorization Card and returns that card to the student, retaining the packet with the remaining cards.

3.1.1 The student uses this validated I.D. Authorization card to obtain a student ID, and then leaves the registration area.

4.0 After the students register, the packets are separated into two categories: walk-on and pre-printed packets. Each category is processed separately.

5.0 Packets are processed.

5.1 Any walk-on SIF's that have not already been processed are processed via the CRT.

5.1.2 Course registrations are entered on-line for walk-ons.

5.2-5.2.1 All the Master cards and class cards in pre-printed packets are batched, logged, and sent to Machinery Hall for batch processing.

5.2.2 Directory Card corrections are entered via CRT.

6.0 Student Data Systems produces registration output:

6.1 Class Lists which are distributed to each department.

6.2 Student registration schedules.

6.3 Enrollment Reports. These are head-count reports; strictly numbers.

6.4 Student History Report. This report shows each student's semester registration. These reports are sent to the Central Records Office and to the colleges.

7.0 From the data generated by registration, a Student Term File is created for use by Student Accounts Receivable (SAR) for billing purposes.

Stage IV: Changes in Registration and Biographic Information

1.0 After the initial registration phase is completed, there are continual changes occurring in students' registrations and biographic status, such as drop/adds, pass-fail options, continuous registration, address changes.

2.0 With these changes in information the Student Term file is adjusted for SAR reference. Here, adds and drops are picked up and the additional cost (or refund) indicated by the Registrar is reflected. At this point the student is sent a second bill indicating these changes. This bill is generally sent at the beginning of the month.

2.1 From time to time, Student Data Systems generate revised:

2.1.1 Class Lists, which are distributed to the various departments at midterm, or upon request for courses which begin during the semester.

2.1.2 Student Schedules. From this output, students receive Student Class Schedules which they review for accuracy. They notify the Registrar of any errors. Students who add or drop courses are given revised schedules in the Central Records Office. Others are mailed.

2.1.3 Enrollment Reports. Distributed as above, as are the revised History Reports at 2.1.4.

GRADING

The grading procedures are designed to facilitate the recording and retrieval of student grades for courses taken at S.U., or transferred from other institutions. Grades are received for matriculated and non-matriculated students on the undergraduate and graduate levels. The Grading procedures are designed to create, update, and maintain the student's grade history throughout his/her academic career. Grading is a major component of the University's student record system, and is directly tied to the admission and registration processing systems.

1. Grade Sheet Production. Opscan grade sheets are produced under a prescribed interval batch process. Selection is by time interval in which a course section ends, or by a specific course section. During this stage, no add/drop activity may occur. To facilitate late drops, a grade of DP may be posted after grade sheets are produced.

2. Grade Edit and Update. During this batch procedure adjustments are made to credits earned, grade points, and GPA's. These adjustments are on a term and cumulative basis. Grade entries are copied and condensed onto the transcript area of the student's record.

3. Produce Grade Slips. Grade slips are batch produced by selected date from the last update.

4. Probation/Honors List. These are four batch reports by college, listing those students fulfilling probation or honors criteria on a cumulative or term basis.

5. Grade Verification Report. This batch report lists by date processed all grade input for a given course. It is returned to professors to verify grades recorded.

6. Transcript Production. Four types of transcripts are batch processed: undergraduate, graduate, continuing education units (CEU), and combined. From a specified date, only current term degree recipient transcripts are produced.

TRANSCRIPTS

Transcripts for all actively enrolled students are maintained on-line on the student records system.

Stage I

1.0 The transcript record is updated or created at the end of each term. The date selected for rolling the file to the transcript segment depends on the need to begin processing registration for the succeeding term. All subsequent revisions to that semester's records are made on the transcript segment of the file.

Stage II

2.0 As grades are returned, they are read from the opscan sheets into the transcript file.

2.1 Semester and cumulative grade point averages are calculated and continuously updated as grades are received.

2.2 Once the bulk of the grades has been received transcript printouts are produced on stock paper and given to the colleges for academic advising.

2.3 Lists of students in ascending and descending semester and cumulative grade point average order are produced for college probation and honors reports.

Stage III

3.0 For those students who come to Syracuse University with either credit from another university or college, satisfactory completion of Advance Credit exams, or Advanced Placement credit, procedure N4, Advance Credit-Transfer Credit Posting, is used to record credits and course title information onto the student's official University transcript.

Stage IV

4.0 When students or alumni request copies of their official academic records, such copies are produced either on-line or batch (depending on the urgency of the request). Transcripts are computer printed on

a special transcript form; they are then reviewed and the seal of the University and signature of the Registrar are placed on official copies.

4.1 College and Central Records staff may view a transcript on the CRT screen by using a simple inquiry procedure with an option to print what is displayed.

Stage V

5.0 As students are certified for graduation, the degree, any honors, and degree date are entered on the students' transcripts via the CRT.

5.1 At a specified time, the transcripts of students who graduated are purged to microfiche via the computer output microfiche (COM) system. (Alumni and inactive transcripts are maintained on a microfiche system.)

HOW THE REGISTRAR'S SUB-SYSTEM SUPPORTS ACADEMIC INNOVATION

Our grant from the Fund for the Improvement of Postsecondary Education was intended to fund the development of those modules of the student records system which support academic innovation.

Academic innovation takes a myriad of forms on our campus. Unlike some institutions, where the entire curriculum is restructured, at Syracuse University most innovation takes place on a course-by-course basis. How an academic department chooses to structure a course is left to the discretion of the department.

Within a given course students may take separate units of instruction, each of which may generate its own grade and credit. (One unit may be worth two credits; another, one, etc.) In other words, courses may be offered for flexible or variable credit. Students may learn, and may earn credits at their own paces. Courses and units within courses may have flexible time-frames and may carry over from one semester to the next. They may also be completed by the student in less than one semester.

Course units may be established and offered continuously throughout the semester. There is no single starting date for beginning a modular unit. Grades are reported at the end of the semester or when the specific unit is completed, whichever is later.

Since our Basic Freshman English course combines most of these elements, it serves as an example of how we in the Registrar's area work the system to accommodate it. The course itself begins with a 2-credit, invidiually-paced module called, "General Essay." When students complete this module they move on to a 1-credit poetry module. Then everyone takes a 1-credit unit in either drama or fiction (although the starting dates vary) and the final two credits, of the 6-credit requirement, consist of a minicourse on any one of over 100 different topics. Most students begin in Fall on their freshman year with the 2-credit General Essay module. What happens to them after that depends on individual ability and the student's choice of how rapidly they wish to complete the course. Some students earn all 6 credits in one semester; while others choose to wait until their senior year to register for the final minicourse.

Naturally, such courses augured many changes for the Registrar's Office. To mention a few: 1) No more neat semester parameters; 2) The volume of registration updates increased dramatically as students moved from module to module during the semester; 3) Traditional processing schedules and data processing relationships became obsolete. Obviously, innovative academic programs cannot be separated from the record-keeping function.

We had to adjust quickly to the abrupt changes in our normal work routine. After analyzing the situation, the staff came to the conclusion that the only way we could accommodate these new courses and still continue to function would be to do two things as quickly as possible:

1. Stop thinking and working in semester cycles.

2. Completely reorganize the office.

We made the decision to reorganize on a Thursday and implemented it the following Monday. A full account of that reorganization is available upon request from the Office of the Registrar, 103 Steele Hall. Basically we went from a structure in which each staff member was responsible for a particular function such as removals of incomplete grades or add/drops-for a given semester-to a team concept where each staff member performs all of the record-keeping functions for a designated portion of the student body. The new organizational structure made us much more internally flexible to adjust to changes in curricula. At the same time a very dynamic relationship developed between the Registrar's area and our Data Center. We were demanding services which strained the existent data processing system to its limits. Clearly, significant change was also imperative in this tape-driven, semester-based system.

With the assistance of the $220,000 grant from the Fund for the Improvement of Postsecondary Education we completed a two-year project involving the design and implementation of the flexible student records system described in this manual.

We are finding that we are able to use the inherent flexibility of the system itself, along with its on-line update features to solve many problems resulting from innovative course structures.

The course data base module of the student records system (which contains all approved courses) permits academic departments to indicate special course characteristics on a pre-printed turn-around document. To name a few of these characteristics:

1. Credit ranges for flexible credit courses.

2. Special section types, such as a module lecture, or lab.

3. Unique course beginning and ending dates, and

4. Individual section or (minicourse) titles offered under a base course.

Course records are updated on-line via a cathode ray tube (CRT) prior to the production of the Time Schedule of Classes. We send camera-ready copy to the printer and the special course features are printed in the published Time Schedule.

Class cards at arena registration (semester registration is not on-line) show minimum and maximum credit ranges and are designed to permit the student's choice of credits to be punched out when the student picks up the card. The class cards for some courses merely indicate VC meaning variable credit course and the actual credit-bearing units are added to the students' registration records as the students progress through the course. Students bring a continuous registration form to the Central Records Office to add a course module; their registration records are updated on-line and they are given copies of their revised schedules.

We are able to select at random and to print class lists for any course or course module at any time on the printer in the Central Records Office. We can also update and print grade reports and transcripts on-line. The titles, credits and grades for modules of a variable credit course appear on grade reports and transcripts indented under the base course entry. (We use a V grade to indicate on a semester grade report that a course module is in progress but the grade is not yet due.)

Each semester 2800 students register for the Basic Freshman English course alone. Our data tell us that 75-80% of these students typically follow the same sequence through the course. On the basis of that information, we are currently working with the English Department on a major simplification of record-keeping procedures. We spend a great deal of time working with the faculty responsible for this and other such courses, attempting to devise procedures which permit maximum student flexibility, a minimum amount of paper work and a fair assessment of tuition.

Until recently, our biggest problem had been the assessment of tuition. Tuition is still assessed on a semester basis and full-time undergraduate tuition covers a range of 12-19 credit hours per semester. We needed a policy that would tie the variable credit and self-paced systems to the traditional semester credit-hour tuition structure. Nothing we tried worked.

With the implementation of the new student records system and with the availability of data on past registration patterns, we have devised registration procedures which permit the assessment of tuition charges on a course-module basis. When a student adds or drops a module during the semester the Registrar's Office determines if additional tuition should be charged or a refund granted. A tuition code is simply entered at the time the transaction is recorded on the CRT and the information is automatically transferred to the Student Accounts Receivable System. The assessment of tuition for non-traditional courses is extremely complex and requires a thorough knowledge of the course structure before the policy can be applied.

Each unique situation requires a slightly different usage of systems and organizational capabilities. However, with a flexible administrative structure and a flexible technical support system, it is possible.

DISSEMINATION CONFERENCE

SYRACUSE UNIVERSITY INTEGRATED ON-LINE STUDENT RECORDS SYSTEM

May 24, 1977

The Registrar's Area and the New System

Carole A. Barone
University Registrar

Before we begin describing in detail the modules of the student records system that relate to the Registrar's Area, I would like to give you some background information which I hope will assist you in understanding why we chose to configure these modules the way we did.

The three strongest influences on the new system in our area were:

1) The character of Syracuse University
2) The nature of the Registrar's Area and it's goals
3) Our philosophy of systems development.

I shall discuss each of these in turn. Those of us who are associated with the Office of the Registrar at Syracuse are keenly aware of the special nature of our institution. Our lives would be so simple, we often think, if we existed in a more structured environment - but we don't, so we accept the challenge and try to arrange our systems and procedures to reflect the character and atmosphere of this University. This need was foremost in our minds as we participated in the design of the new student records system.

The University's 17 constituent colleges operate under a University Charter which specifically grants each college the freedom to determine its own academic programs, rules and regulations. Although the colleges are reasonablly consistent in the grading systems they use, a quick glance at the academic regulations reveals that they diverge at other crucial points. For example, for dropping courses there are three different procedures and 3 different sets of deadlines depending on the student's college of registration. Despite the diversity the University has a long tradition of interdisciplinary programs which span both departments and colleges. The list of possible degree combinations is varied and long. Many of our students are enrolled in dual and combined degree programs. We have approximately 18 formal programs and any number of informal arrangements. Among the largest is the dual Arts and Sciences/Public Communications program. Moreover, as Harry Peter mentioned, our faculty are eager to experiment with new flexible or variable credit courses, self-paced modular courses and continuous registration.

In addition to individual courses, we also have entire programs, the Independent Study Degree Program and International Programs Abroad, for example, which do not conform to traditional semester parameters. These non-traditional programs, as many of you know, can mean continuous processing in the Registrar's Office unless fundamental changes are made in the record keeping systems which support them.

It was our obligation and our desire, as well to support and facilitate these unique programs by eliminating inhibiting factors in our systems and procedures. Our other goals in pursuing a new student records system included:

1) the elimination of a severe information lag or drag. (Paper work, as Tom told you yesterday, was following a circuitous route to our college and departmental offices where the information was recorded on students' records BEFORE being sent to the Registrar's Office.)
2) streamline our organization by creating a more efficient and effective organization structure
3) improve the image of the office by providing better service to students, faculty, parents and the administration.

Experience had made it quite clear to us that traditional data processing relationships, traditional organizational configurations, and even the traditional physical arrangement of the Registrar's Office - all would have to change if we were to achieve these goals. Therefore, once the decision was made - two years ago - to design a new student records system, we immediately launched two short term projects to begin to prepare our internal organization for the changes that system would bring. First, we began to train ourselves and our staff members to stop thinking and working in semester cycles. Secondly, we began streamling office procedures, eliminating the excessive amounts of paper (forms and print-outs) which were literally choking the office, and renovating the physical office space to make it reflect an orderly, professional, service oriented atosphere. In a matter of a few months, we renovated the physical space, installed an open selved filing system, built four 2 person work modules, reorganized the staff into teams, installed microfiche readers, put 270,000 alumni transcripts on a microfiche system, and began producing most other reports on microfiche. Once these changes took effect, we gradually reduced the size of the staff - almost exclusively through attrition.

Because we had anticipated the structural changes, when it came time to implement the system we were not faced with the trauma, fear and general morale problems usually associated with major systems change. We needed the staff to pitch in and help with the testing of the system and we also needed their understanding when things didn't go as we had hoped and they were left to clean up the mess.

The Registrar's Area is now divided into 6 functional divisions: the Scheduling, Registration, Central Records, Alumni Transcript, Diploma and I. D. Card Offices. These offices are responsible for the maintenance of the official records of all currently or previously enrolled students at Syracuse University - 26 full time professional and clerical staff members are currently employed (that's down from a high of 36 three years ago). The records of all active students are maintained by the 10 full time recorders in the Central Records Office. Each staff member performs all of the record keeping functions for a designated portion of the active student body that totals approximately 25,000 students.

With regard to the new system itself, the two Assistant Registrars and myself have played an active role in all phases of its design, development and implementation. The procedures we followed in the design phase worked very well, for us. The project team and the Registrar's staff got together and talked about what we wanted each module to do and exchanged ideas on how it could be accomplished. The design phase went quickly since we all had a good knowledge of the system then in effect and a fairly precise idea about how the new system should work. We also knew that no matter how carefully we tried to plan - nor how long we spent on design, we were bound to want changes once we implemented - so we tried to anticipate our future requirements as carefully as possible and then designed a system that would permit change.

Whenever we reached the point of drafting forms designs for a given module we would meet with our campus group of academic affairs administrators, who represent each of our colleges, and explain the details of the module to them and request them to make comments and suggestions for changes which might help the new system better to serve the colleges. We did not formally solicit input from each college at the initiation of the design phase. We felt it would be more productive and less time consuming for everyone, to present a suggested systems module to them and request feedback. Each of these sessions lasted approximately 2 hours and very little change resulted from them. Reaction was unexpectedly positive, and even entusiastic.

In closing I shall take just a few minutes to describe some of the consequences of the implementation of the system. As I mentioned in my introductory remarks the Registrar's staff played a very active role in the development, testing and implementation of the new system. We have of necessity a very close working relationship with the Student Data Systems staff because we feel that we cannot perform our jobs effectively unless we understand the capabilities, flexibilities and the quirks in the technical system upon which we now rely so heavily. This close communication goes to the point of having a programmer come to a staff meeting and explain a systems change to the clerical staff. Everyone understands the system better that way and everyone is also more understanding when problems occur, as they inevitably do. We spend time and effort making the system work. If a problem arises and we suspect a technical cause, we research it at our end first in order to be able to give the technical staff as much background information as possible in solving it.

The system continues to be full of surprises, good and bad, for us. Even the systems analysts are sometimes shocked when we and they discover a capability or what I call a glitch that we didn't know existed. And, we still occasionally encounter people problems. When someone at the front end makes a data entry error sometimes the consequences of that error do not become apparent until they are very difficult to correct. For example, someone enters the wrong grading option on the course data base and it is not discovered until after the grade sheets go out to instructors. Then every grade has to be entered by hand or on the CRT. Obviously, we set up procedures to prevent a reoccurrence but it still makes you feel rather foolish for letting yourself be surprised that way.

Our organizational structure is beginning to evolve into a new configuration once again. The team concept I mentioned earlier has been in effect for about 2 years. Each 2 person team has one CRT. This arrangement worked well when not everything was kept on-line because a team member was frequently away from his or her desk pulling hard copy transcript files, for example, but now it is rarely necessary to look at hard copy. Virtually everything is on-line. Recently the Assistant Registrar has had to referee several battles among team members for access to CRT's.

Likewise, in the past, it had been necessary to have all 10 team members in the office at the same time to handle student activity. Before all records were on-line it took considerably longer to locate a hard copy file and supporting documents. With the speedier access to up-to-date information, we no longer need 10 people to handle student contact.

Moreover, in the past we kept the office closed until 10:00A.M. everyday to give the staff time to catch up on paper work and data entry without student interruptions. At peak times, such as immediately following registration or during preparation of the Time Schedule of Classes, overtime had to be scheduled to accomplish all data entry by our deadline dates - and even then - some entry had to be done by the Student Data Systems staff. We have been trying very hard to avoid the latter practice because we encounter the same types of error/accuracy problems one does with keypunching - when people who are unfamiliar with the data and how they are used, do the data entry, mistakes occur. One of the big advantages

of an on-line system is that the individuals who are most familiar with the people and the records involved do the data entry to update these records. For these three reasons:

1) the need for each staff member to have access to a CRT
2) the desire to do our own data entry and to eliminate the overtime associated with doing it and
3) our desire to keep the office open all day (from 8:30A.M. - 5:00P.M.)

we are considering abolishing the team concept (we've also asked Jim to move some of the CRT's again) and today we instituted flexible working hours. Our only stipulation regarding working hours (other than that the staff work a 37½ hour week) is that the office be adequately staffed to handle student contact during the normal work day. Data entry will be accomplished by those staff members who are present during the hours before 8:30A.M. and after 5:00P.M. when response time is fastest and when there are no interruptions. The staff likes the idea of having the option to choose unique working hours (one option this summer is a 4 day week) - and we expect to accomplish much more of our own data entry with much less overtime.

Finally, we realize that we will still be changing procedures, structures and even parts of the system in the future as our needs and knowledge evolve. It is this constant quest for a better, more effective way of meeting our goals as a service organization which lends vitality to the organization, contributes to the professional development of the staff and makes this an interesting place to work.

Herald Journal 11/30/76 p28

SU, firm finish computer system

Syracuse University and Touchette Corp. today announced the conclusion of their joint effort to build a new computerized student records system for the university.

Designed by Touchette and the university, the system permits data to be entered or retrieved at any of 20 terminals throughout the campus. The system maintains a student's records from the time of application through graduation and includes sections that support administrative work of the offices of admissions, financial aid, the registrar and the record-keeping operations of the various schools and colleges at the university.

The system, called "one of the largest development projects" undertaken by Touchette, took two years to build, according to Paul Touchette, vice president of the Syracuse-based firm.

Clifford L. Winters Jr., vice chancellor for administrative operations, said, "I am pleased by the fact that the project was completed in less than two years." Original estimates, he said, indicated it would be a six-year project if the university had undertaken it alone. "The new system will provide increased student services and give academic offices the kind of information they need to manage wisely," Winters said.

SU spokesmen attributed the success of the project to the planning and design phase which preceded the actual building of the system. "The university devoted close to seven months in designing the computer system and involved representatives from the entire academic community in that phase," Winters said.

Security outlines bike protection measures

By Steven J. Leon

"When the bicycle stealing gins, I can tell that it's April d the weather is getting cent," said Capt. John A. lavin of Syracuse University afety and Security.

According to Clavin, the niversity area, where udents use bicycles as a gular means of transport, is prime hunting ground for cycle thieves.

Thieves are "a constant oblem here," Clavin said.

"When you see someone ound campus on an old bike, rrying a shirt or sweater, ances are he's looking for a w bike and carrying bolt tters or vice grips, which cut ains and locks, in the eater," he said.

The right kinds of locks and ains, can deter thieves, avin said.

"A good lock and chain cost obably $14, but they work," said.

Clavin said bicycles should chained to solid, immovable jects. "Chaining a bicycle to chair is useless," Clavin id. "The thief will break the air to get the bicycle."

A truly determined thief will n take the one bicycle is ained to, he said.

Campus foot patrolmen are d to constantly check cycle and bike racks. "We're ing to move the racks to strategic locations on campus, around the guard shacks, where they'll be under constant surveillance," he said.

Locks and chains are only one kind of deterrent. SU students may register their bicycles with campus security Monday — Friday from 9 a.m. to 4:30 p.m. There is a $1 registration fee, and each bicycle is issued a numbered sticker, used to identify the bicycle and its owner.

Registration, according to the SU Security and Safety Guide — a pamphlet being revised for fall semester orientation but still available from security — aids in identifying and returning lost or stolen bicycles.

When registering, owners must have with them the model name and make, serial number, color, number of gears, special equipment and wheel size of the bicycle.

Bicycles in Syracuse must also be licensed with the Syracuse Police Department, according to city laws. There is a $10 fine for unlicensed bicycles.

Glavin said there is a slim chance of recovery when a bicycle is stolen. "It's a big business," he said.

Conference studies SU's records system

By Dave Berman

Administrators and staff members from 178 American and Canadian institutions gathered here to view Syracuse University's on-line student records system in action.

A four-day conference, held May 22 - 25, gave the participants a chance to study SU's new system, which will serve as a model for other schools contemplating consolidation of their student data systems.

Harry W. Peter III, vice-president for admissions and records, said SU's integrated system keeps track of admissions, financial aid, registration, add/drops, grading, student accounts and alumni information. It was developed over the last 2½ years with a $220,000 grant from the Department of Health, Education and Welfare.

Clifford L. Winters Jr., vice chancellor for administrative operations, called student records "the most important system in the functioning of a university." It moves the student through the historical process, beginning with the student's initial inquiry about the school and continuing through graduation, he said.

Thomas F. Benzel, manager of SU's student data system, said the on-line system is "much more convenient" than the old one.

By utilizing computer terminals, clerks can now update information in a matter of seconds. Previously, changes were made by key-punching data cards and using batch processing, running all the changes through the computer at the same time, he said.

"The process of adding and dropping courses used to take several months to complete," Benzel noted. "Now, the records can be updated while the student waits." The new techniques also enable financial aid officers to make awards earlier.

In a keynote speech at the gathering, Peter noted higher education is facing a period of little physical growth.

"We need, not more buildings, but better information on which to base decisions. We need to offer our students better levels of service, consistent with what they experience in other sectors of society," he said.

When choosing the new system, Peter said SU opted for proven technology, instead of an elaborate system.

"We decided that higher education in general, and Syracuse in particular, needed the economy, durability and flexibility of a jeep," instead of a "Rolls-Royce" system, Peter said.

WJPZ's headquarters

Continued from page 1

one of the most difficult logistical problems."

Ulysses J. Connor, director of Student Activities, said the office is no longer planning to move the station to Tilden Cottage because the site is "totally inappropriate for a radio station." He said other locations were being considered, but refused to elaborate on the specific alternatives.

Connor also said the move would be made "sometime this summer" but did not give a specific date.

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